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ABSTRACT

The practicum reported here was developed to provide a curriculum to improve English skills and a knowledge of American culture in the adult English speaker of other languages (ESOL). A 12-week curriculum was devised to teach grammar and language skills within the context of humorous stories about daily living and by using weekly themes that are meaningful and relevant to adult students' immediate needs. Topics included: exchanging personal information; calendar/time/money/weather; parts of the body; food; clothing; telephone usage; the community; employment; the newspaper; and the United States. Subjects were 19 students regularly attending an adult ESOL class. The effectiveness of the curriculum was evaluated with pre- and post-tests. Results indicated increased achievement levels in both language skills and knowledge of American culture. Appended materials include a curriculum planning letter and questionnaire, list of weekly themes, unit tests, and a student data form used by the teacher. Contains 10 references. (MSE)

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ED 391 361

TO IMPROVE ENGLISH SKILLS AND A KNOWLEDGE OF AMERICAN CULTURE IN THE ADULT E.S.O.L. LEARNER

By

Janice Cohen

A Practicum Report

Submitted to the Abraham S. Fischler Center for the Advancement of Education of Nova University in partial fullfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

May/1994

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Abstract

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Descriptors: Adult Education/ESL/Second Language Instruction/Bilingual Education/Curriculum Design/Whole Language Approach/Thematic Units/Grammar Instruction/Language Instruction.

This practicum was developed to provide a curriculum to improve English skills and a knowledge of American culture in the adult E.S.O.L. learner.

Grammar textbooks are often drill and practice, fill in the blank exercises that are usually monotonous, uninteresting and may be culturally biased to the adult student. Using textbooks alone does not provide functional activities that the adult E.S.O.L. student can transfer to every day life in the United States. A twelve-week curriculum was devised based on teaching grammar and language skills within the context of humorous stories. Through the utilization of weekly themes that are meaningful and relevant to the adult student's immediate needs, the practitioner provided information that was needed by the student in order to live on a daily basis in the United States. To evaluate the effectiveness of this implementation plan, teacher-made pre-post examinations were utilized. The results indicated increased levels of achievement in both objectives for the adult E.S.O.L. learner.

Appendices include teacher questionnaire, teacher-made tests, activity sheets, and publishers' letters granting permission to copy textbook material used in this practicum.

Authorship Statement/Document Release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Janice Cohen
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Practicum Title To Improve English Skills and a Knowledge of American Culture in the Adult E.S.O.L. Learner

Student's Name Janice Cohen

Project Site Ft. Lauderdale Date 4/25/94

Observer's Name SUSAN HILLS (*please print*) Susan Hills (*please sign*)

Observer's position ESOL teacher Phone # 370-1738

Observer's comment on impact of the project (handwritten):

I enjoyed observing Janice's class. She has a great deal of enthusiasm for her subject matter. I was particularly impressed with her hands-on and practical approach to language learning. I feel confident that after practicing how to use the yellow pages to look up businesses, her students can now perform this valuable skill.

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CHAPTER 1

Purpose

Background

The educational setting of this practicum was an adult community school in a metropolitan area located in the southeastern part of the country. The adult center shared a campus with a county middle and high school.

The surrounding area of the practicum site consisted of a county community college, a private university, several residential complexes, retail businesses, and a variety of fast-food restaurants. Opened in the summer of 1974, this adult educational facility was one of twenty-one adult community schools within the writer's school system.

The philosophy that governed the facility as stated in its mission statement, included offering educational courses to the student that would increase literary skills and vocational competencies needed to enter and progress in the workforce and postsecondary education, to enable students to compete in a global

economy, exercise the rights and responsibilities of citizenship and enhance the quality of life.

A variety of programs were offered at this community school. A sampling of the courses included English for Speakers of Other Languages (E.S.O.L.), Adult Basic Education (A.B.E.), General Equivalency Diploma (G.E.D.), amnesty program, adult high school, bookkeeping, and introduction to IBM computers, state certified general contractor's exam course, public speaking and Cardiopulmonary Resuscitation (C.P.R.). Two additional programs were a science enrichment course attended by 200 minority students at the campus on Saturdays and 82 after-school care children who attended a nearby elementary school. The staff was comprised of four full time and over 100 part-time employees. An administrator and guidance counselor were included on the staff.

A myriad of cultures made up the student population of over 2,000 students attending each quarter at this adult community school. The percentages were as follows: 67 percent White non-Hispanic, seven percent Black-non Hispanic, 22 percent Hispanic, three percent Asian, and one percent Indian.

The socio-ecnomic population ranged from upper to middle class. Included were students from a variety of educational backgrounds. Students could also attend this facility if they held a student visa or were tourists. Approximately 1,200 students participated in the adult center's E.S.O.L. program. The three E.S.O.L. levels at the educational center were the beginning, intermediate, and advanced levels. The classes were offered in the day, evening and Saturday.

The overall objective in the intermediate level was to foster and enhance every day communication skills of the student, to enable the student to express what the student thought in conversation and in writing, and to understand what was heard and read. The teacher used the integrative approach, combining vocabulary building, grammar usuage, listening, pronunciation and conversation drills, and reading and writing exercises. By the end of the intermediate level, students should know the names of most every day objects, and to be able to speak about topics of every day interest.

When students completed the advanced E.S.O.L. level, the students should demonstrate the ability to listen with comprehension and to speak with clear

pronunciation. Students were expected to use advanced vocabulary and understand most American idioms and slang expressions. Advanced grammar skills such as all verb tenses, modal auxiliaries, and contrary to fact conditionals were taught. Short stories and articles were read, as well as information regarding customs and institutions in the United States. Weekly compositions were an important part of the advanced curriculum. After the successful completion of the advanced level, the student was expected to have the necessary tools to communicate in the American society, and to further educational goals.

Usually, advancement into the intermediate E.S.O.L. level occurred when the semester ended and E.S.O.L. competencies had been met. However, transference into a more advanced level based on teacher evaluation and a teacher-made grammar test was possible prior to the end of the semester.

The E.S.O.L. classes were offered free of charge to residents of the community who had very limited or no knowledge of the English language and of the American culture. There was an open entry registration policy in which students were able to register and attend the E.S.O.L. class at any time. Class registration took place during class time.

Placement at the beginning level E.S.O.L. class was the result of an oral interview by the practicum writer's school district at the time of registration. If the student could answer the oral questions, then the Test of Adult Basic English (TABE) was given to place the student in the appropriate E.S.O.L. level.

This practicum writer's class was a day class offered five days per week with a total of twenty-five hours of instruction time weekly. The student population in the writer's classroom varied daily. This was because adult students have family commitments at home or work on a part-time basis. There were 19 students who attended the class on a regular basis. The students ranged in age from 18 to 72 years old. The students came from a variety of ethnic, socio-economic, and educational backgrounds. Several students in the writer's classroom had student educational visas. Native countries included Brazil, Colombia, Cuba, Korea, Dominican Republic, Ecuador, Haiti, Hondurus, Italy, Puerto Rico, Peru, Taiwan, Uruguay and Venezuela. The spoken languages of the students were Chinese, Creole, Italian, Korean, Portuguese and Spanish.

Based on a needs assessment developed by the writer's school district asking why the students were taking the E.S.O.L. class, two primary reasons were given. All of the students answered that the purposes of taking the E.S.O.L. class were to be able to communicate in the English language and to be able to function in American society.

The writer of this practicum had been a beginning adult E.S.O.L. teacher at the practicum site for two years. Teaching experience also included teaching adult basic education for five years.

The practicum's writer's implementation plan to solve the problem at this educational setting correlated with the competency-based objectives set forth by the writer's school district. The overall competencies included acquiring the English language skills of listening, speaking, reading, and writing, and acculturation to the American society.

Teaching responsibilities included building student self-esteem, self-improvement, and an enthusiasm in lifelong learning. In addition, the practicum writer needed to maintain an individual student folder that contained a registration form, a competency checklist, and test data.

Problem Statement

To be able to communicate in the English language and to acculturate in the American culture were the primary goals of immigrants entering the United States. Communication in the English language allowed the student to become an active participant in American Society.

The problem presented in this practicum was that the students were not progressing sufficiently in learning the English language and American culture to to able to enter the more advanced level. The textbooks and materials that were available to the author were not meeting the needs of the adult E.S.O.L. learner. They did not provide functional activities that the learner can transfer to every day life in American society.

The majority of the grammar textbooks were nothing more than drill and practice skills in isolation. Filling in the blanks and matching items exercises were two kinds of drill and practice exercises that were often uninteresting and were monotonous to the adult learner. The adult learner needed to learn from materials that were meaningful and relevant to every day adult situations. An example of a method of improvement in the format of

teaching grammar skills could be instruction based on the context of a story.

More recent textbooks were organized by themes such as food, clothing, and employment. However, textbooks did not bring realia into the classroom. A picture showing a variety of food items was not the same as displaying a variety of real foods and packaging materials in the classroom. By displaying these items, the E.S.O.L. student could discuss size, weight, ingredients, and the nutritional value of common American foods.

Another problem with the textbooks was that many of the books present material in a juvenile format. Pictures used in connection with instruction often were childish. The adult E.S.O.L. student might not know the English language, but learning the English language needed to be taught with material that was aimed toward the adult learner and not a young child.

Communication in the English language involved the four components of listening, speaking, reading and writing. The textbooks alone can not provide sufficient practice of these four components of the English language. It was the purpose of this

practicum to offer additional activities that would enable the adult E.S.O.L. to communicate in the English language and function in the American society.

In order to substantiate this practicum problem, a letter to request participation (Appendix A:63) and a needs assessment questionnaire (Appendix B:65) were sent out to adult E.S.O.L. teachers based on their experiences in teaching beginning adult E.S.O.L. students. Seven questions were asked evaluating the E.S.O.L. textbooks in terms of their effectiveness in enabling the adult E.S.O.L. learner to communicate in the English language and to acculturate to the American society. The return rate was 90 percent, and the results of the survey were as follows:

1. Are materials presented in the textbooks almost always age appropriate?

   70.6 percent said no
   29.4 percent said yes

2. Are materials presented in the textbooks almost always interesting to the adult learner?

   76.5 percent said no
   23.5 percent said yes

3. Do your students enjoy learning the English language solely through grammar books?

   94.1 percent said no
   5.9 precent said yes

4. Do the materials contained in the textbooks usually meet the needs of the beginning adult E.S.O.L. student?

   52.9 percent said no
   47.1 percent said yes

5. Do you often need to supplement the textbooks because the materials contained in the textbooks do not provide real-life situations or realia?

   82.4 percent said yes
   17.6 percent said no

6. Are materials in the textbooks culturally biased?

   70.6 percent said no
   29.4 percent said yes

7. Do the textbooks provide the adult learner sufficient practice in listening, speaking, reading, and writing in the English language?

   58.8 percent said no
   41.2 percent said yes

Outcome Objectives

The purpose of this practicum was to assist a group of new immigrants to America to better communicate in the English language and to help them acculturate to American society.

The two outcome objectives were as follows:

1. Over a period of twelve weeks, 75 percent of the targeted students will demonstrate an increase in

their English mastery by 60 percent, as measured by a teacher-made grammar and language test.

2. Over a period of twelve weeks, 70 percent of the targeted students will demonstrate an increase in their knowledge of American culture by 60 percent as measured by teacher-made tests.

CHAPTER II

Research and Solution Strategy

A great deal of research has been done in regard to both the whole language approach and the use of thematic units in teaching E.S.O.L. to the adult student. The practicum writer reviewed books, educational journals, and educational documents in order to formulate strategies that result in positive outcomes of stated objectives.

Before describing research on the whole language approach teaching method and the use of thematic units, the practicum writer included research on how language is acquired. According to Krashen and Terrell (1983), language acquisition occurs by understanding messages that these two researchers have called comprehensible input. The primary goal of the classroom teacher is to supply messages that the student can understand. If the student can understand messages given in the classroom, then the student can transfer these messages to the outside world.

Krashen and Terrell further state that the three major principles governing language acquisition in the classroom are as follows:

(1) Instruction should be given in the target language; (2) Topics of interest to the student should be utilized; (3) The instructor helps the student understand the messages.

In addition, Crandell and Pharnes (1991:4) said that "...acquiring a second language involves acquiring a whole new set of meaningful relationships between words and sentences and objects and experiences." Krashen and Terell (1983) also state that the classroom teacher needs to lower the anxiety level of the students. These two authors called the lowering of the anxiety level, the affective filter. The adult E.S.O.L. student is often apprehensive about being in the classroom for the first time. The student feels insecure about not being able to communicate in the target language, and usually doesn't know the other students in the classroom. The adult student is also afraid of making a mistake. It is the E.S.O.L. teacher's responsibility to provide a classroom that encourages communication and a friendly atmosphere between teacher and student.

According to Santopietro and Kreeft (1991), a needs assessment for use with adult learners of English as a second language is a tool that enables the adult student to inform the teacher what the learner wants and needs to be able to function in the American culture. If the instructor understands the needs and wants of the adult student, then the student will be motivated to continue in a particular E.S.O.L. class. In addition, if the student's needs are being met, then the student will usually be able to transfer class learning to situations that occur in every day life.

Rigg (1991:524) stated that "the use of whole language came from educators who believed that by teaching language by separating it into parts of grammar, vocabulary, or phonics destroys it." The whole language approach doesn't isolate language into separate components of listening, speaking, reading, and writing. It combines all parts to make it meaningful for the learner. Thus, the learner needs to learn the language by combining the four language modes in order to function in everyday situations. Therefore, there is a need in the classroom to combine all four language components.

Rigg (1991:526) also writes that "curriculum and instruction need to be meaning centered and student centered." The oral and written language experiences must be purposeful, functional, and real. Asking directions to the post office and completing an employment application are two examples of purposeful, functional, and real oral and written language. The students are able to transfer these classroom language experiences to situations that occur in real life.

Sakash, as quoted by Blanton (1992:289) said that the whole language approach is based on the following suppositions:

1. "Language is for making meaning, for accomplishing purposes
2. What is true for language in general is true for written language
3. Phonology, orthography, morphology, syntax, semantics, and pragmatics are always simultaneously present and interacting in every instance of language
4. Language use always occurs in situations
5. Situations are critical to meaning making
6. Language acquisition occurs through actual use"

Buying groceries in a supermarket, asking for directions, and using the telephone to make a doctor's appointment are meaningful situations.

Ross (1989) explains that the whole language approach takes into consideration the needs of the student, and provides relevancy to the purpose of

enrolling in the E.S.O.L. classroom. Ross encourages teachers to read aloud to E.S.O.L. students from reading material related to the students' interests or purposes for learning how to read. These readings can come from newspapers and magazines. The subjects could include human interest stories, informational articles and short stories. Ross (1989:23) explains that "...reading aloud serves as a model of fluent, expresssive reading and creates a sense of interest, relaxation and enjoyment." To practice speaking, reading and writing, Ross suggests that the teacher write verbatim experiences that the students dictate. These dictated experiences should be put in the students' journals for the students to read. When the adult E.S.O.L. student continues to be able to transfer classroom learning to daily life, student motivation continues. As a result, the student often persists in acquiring the language and reaching goals.

Blanton (1992:85) describes grammar books as "skills oriented that require the ESL student to no more than fill-in-the blanks on pages." To counteract this, she writes that students need to work with complete texts as opposed to disconnected paragraphs and unrelated exercises. In addition, Blanton states that texts need to be thematically or topically

connected so that knowledge of something is built up as the course progresses. Simplified, this means that as the student's vocabulary increases, the student is then able to transfer the learned vocabulary to other areas of learning as well.

According to Blanton (1992:291), the following ten criteria are pertinent to the whole language approach:

1. The unit engages students' interests.
2. It requires students to communicate meaningfully.
3. It surrounds students with language that they can understand.
4. It challenges students to think.
5. It provides students with the opportunity to interact with others.
6. It presents students with text-related tasks to perform.
7. It requires students to listen, speak, read, and write.
8. It is student centered while being content-centered.
9. It integrates language functions and language skills.
10. It increases students' self confidence and self respect.

Lamb and Best (1990) wrote that by teaching English as a second language through the use of the whole language approach, the teacher is providing English instruction that is meaningful to the student. "If the language is taught effectively, then the student must be allowed to talk about, think about,

listen to, draw about, and write about the language." Lamb and Best (1990:9).

Gianelli (1991), writes that teaching units to the E.S.O.L. student evolved because no longer was the E.S.O.L. teacher required to teach only the mechanics of the English language, but the teacher needed to teach content as well. Gianelli further states that when teachers use themes in the classroom, an integrated learning environment exists. Since theme-related vocabulary is continuously being used, a meaningful environment is being created.

Blanton (1992) states that in order to make language more meaningful to E.S.O.L. students, the students need to focus on a theme or topic of study. The language skills then become secondary. She further writes that when students are focused on a particular topic, they are also listening to others, they are discussing their own ideas, they are reading texts on the subject, and they are writing about the topic. Therefore, all of the four language components of listening, speaking, reading, and writing are occurring in the classroom. This process results in an increase in language learning and improvement in student self-confidence.

Chao (1990:1) writes that a "thematic unit is valuable on capitalizing on the learner's background knowledge and integrating all of his relevant learning experiences into a conceptual whole." Chao explains that motivating students and connecting the theme with real-life situations can further be enhanced by the following list of activities:

1. Taking a field trip
2. Interviewing someone who is knowledgeable of the theme
3. Displaying books, pictures or objects related to the theme
4. Showing a film
5. Reading aloud informational materials, stories or poems
6. Arranging group interaction relating to the theme

Spencer (1990:31), writes that "...the classroom should be transformed into health clinics, banks, gas and bus stations, and recreational facilities in order to enhance the thematic units and make them more real-life."

According to Steer (1988), dialogue journal writing develops second language acquisition and promotes better writing. The author's experiences showed that the journal writing was also a motivating factor in the classroom. The students enjoyed dialogue journal writing because the journals enabled them to write not only about what they learned in

their textbooks during the prior class, but they also wrote about what events happened in their daily lives. Students have the opportunity to exchange journals with their classmates. Steer also uses the journals to record student progress.

Another approach to dialogue journal writing was written by Lamb and Best (1990:9) who stated that "the dialogue journal is a tool to increase the student's language acquisition because it provides a non-threatening, comfortable atmosphere in which to write." Instead of the student exchanging the dialogue journal with a classmate, the student writes to the teacher about any topic which has meaning to the student. The teacher then writes back to the student. The dialogue journal is not graded, and only the student and the teacher sees it. An additional activity that can be a component in the whole language approach classroom is the language experience approach, commonly known as LEA.

Taylor (1992:2) writes that "LEA promotes reading and writing through the use of personal experiences and oral language." She further states that although the adult learner may have little educational or literary experiences, the adult learner comes to class with a myriad of life experiences.

Although LEA is mostly performed on an individual basis, this activity can be used on a group basis as well. As an individual activity, the student dictates an experience as the teacher writes the words verbatim. Grammar and vocabulary are not corrected because content is most important.

An example of LEA as a group activity would be students giving an oral account of their experiences on a school sponsored field trip, a class project or a movie that was seen. The teacher may write the dictated sentences on the board. At this point in time, as a class activity, the students can help correct the grammar, read the text on the board, and then copy it into their notebooks. They are listening, speaking, reading, and writing in the English language. An important feature of LEA is that an increase of language acquisition can be observed over a period of time.

Chandler (1990:1) writes that "newspapers can be very inexpensive and compelling textbooks for adult literary development." She explains that for people who have recently arrived in the United States, the newspaper provides an introduction to the political, social, and business areas of the community where they live. Newspapers can help new residents find a job,

buy a car, find food sales, and find out what entertainment is available in their community.

Solution Strategy

Based on the research, the practicum writer implemented this practicum based on the ideas of Blanton (1992), Chao (1990), Lamb and Best (1990), Rigg (1991) and Ross (1989) using the whole language approach and thematic units to teaching the English language to the adult E.S.O.L. learner. In order to succeed in grammar instruction, the strategy as stated by Blanton (1992) was used.

Grammatical instruction was given daily as a supplemental activity in order to enhance speaking and writing skills, and to satisfy competency-based objectives required by the practicum writer's school district. Grammar instruction was not taught as an isolated unit, but was based on selected humorous short stories from English: Your Second Language, Book I by Faye VanArsdall and Jane Hallock Combs. (1981). According to research and the writer's experience, grammar skills taught through drill and practice was often monotonous to the adult E.S.O.L. student. If instruction was mundane, then the adult

learner may feel less motivated to continue in the E.S.O.L. classroom.

By the utilization of weekly themes that were relevant to the adult student's immediate needs, the practicum writer provided information that was needed by the student in order to live on a daily basis in the United States.

Variety of instruction was necessary in the adult E.S.O.L. classroom. A teacher must provide a myriad of activities in the classroom in order to motivate the adult learner to continue in the program. In order to accomplish the goal, this practicum writer used a multi-media approach to teaching English to speakers of other languages. A sampling of the activities this practitioner included in the classroom were role playing, individual and group activities, student dialogue journals, the language experience approach, games, movies, television programs, using the newspaper, and school sponsored field trips. Computer assisted instruction on a weekly basis provided additional review of classroom instruction and immediate feedback as well as useful practice on the computer.

By providing language instruction through the integration of thematic units using the whole language

approach in a variety of ways, the adult E.S.O.L. learner was better able to communicate in the English language and function in the American culture.

Chapter III

Method

Prior to implementation, students were given an oral interview developed by the writer's school district in order to ascertain oral proficiency and to determine if the TABE test should be administered to insure proper E.S.O.L. level placement. Grammar and language competencies were taught in conjunction with short humorous stories and dialogues. There was a twelve-week implementation of the solution strategy based on the integration of thematic units (Appendix C:67) using the whole language approach in teaching the beginning adult E.S.O.L. student.

In order to determine the extent to which mastery of objective one was achieved, the practicum writer administered a teacher-made 100-item grammar and language pretest prior to implementation of this practicum and a posttest at the end of the implementation period. Objective two results were determined by administering a pretest on Monday

relating to that week's theme followed by a posttest on Friday.

Week One - Introductions, Personal Information and The Family

During the first week of implementation, the writer administered a 100 item grammar and language pretest. (Appendix D:69). The students introduced each other, told countries of origin, and plotted the native countries represented on a world map in the classroom. In order to create a more relaxing atmosphere and promote friendship in the classroom, the students created a banner made from cloth. Each student had a large area on the cloth to draw a picture that was representative of the student's native country This banner took approximately two months to complete and was hung on the classroom wall. It was also be used as a tablecloth during the international festival that was held at the end of the implementation period.

In order to further reduce the anxiety level of the new E.S.O.L. student, students from the advanced E.S.O.L. level visited the beginning E.S.O.L. classroom. These advanced students offered suggestions to the new English students on how to

learn English in and out of the classroom. These suggestions were written on a poster board that was displayed on the classroom wall.

Two themes, personal information and the family, were completed during the first week. In order to supplement commercially prepared E.S.O.L. materials, the students completed the following tasks:

1. With the help of the practicum writer, a personal data sheet was completed. Some items included were the student's name, address, city, state, zip code, area code and telephone number.

2. As a paired activity, the students interviewed each other using the personal data activity sheets for the interview questions. An attempt to pair students who speak two different native languages was made.

In order to stimulate motivation for the theme on the family, this practicum writer displayed a large personal family picture in the classroom. This activity was followed by the following tasks:

1. Utilizing the students' prior knowledge and the practicum writer's assistance, family vocabulary words were placed on the board. The students were instructed that when vocabulary words were placed on the board, the students should be placing these words at the back of the students' notebooks.

2. A word search was completed on the family in order to reinforce vocabulary.

3. Each student drew a family tree of immediate family members.

4. Each student shared family photographs with the class. Each student said, in English, something about each family member in the photograph.

In conjunction with the family theme, this week's story was about a family. The grammar and language competencies included the definite and indefinite articles, the verb be, pronouns, contractions, questions with be, and affirmative and negative short answers. By teaching these competencies within the context of the story, instruction was not taught in isolation.

Homework was given based on competencies taught this week. Evaluation was based on the ability of the students to complete a personal data form (Appendix E:78) and to introduce family members in personal photographs.

Week 2 - The Calendar, Time, Money and Weather

The calendar vocabulary was taught in conjunction with the students making a calendar for the current month. The additional months and the total number of days for each month were discussed. Numbers and the

pronunciation of numbers were taught. Additional activities for the calendar theme were as follows:

1. Questions relating to the current month's calendar were asked.

2. The dates of celebrated American holidays were circled on the current month and briefly discussed.

3. The students' birthdays were placed on the board and read.

4. In order to remember the number of days in each month and to practice pronunciation skills, the following poem was taught:

> Thirty days has September,
> April, June, and November.
> All the rest have 31 except for
> February that has 28 or 29.

With the use of an instructional clock, this practicum writer taught the vocabulary words associated with telling time. With the help of the student input, additional time vocabulary words were placed on the board. In addition, the writer dictated a time and the students showed that time on individual student clocks. Immediate feedback was provided because the students matched the student clocks with the instructor's teaching clock. Listening skills were being practiced with this activity.

Two additional activities that were performed with the clock theme were the following:

1. For a paired activity, the practicum writer distributed several flashcards to each student. One side of the flashcard displayed a specific time. The other side stated the time in both numbers and words. The students took turns stating what time was displayed on the flashcard. Answers were checked by turning the card over to the reverse side.

2. As a group activity, the class was divided into three groups. Each group planned morning, afternoon and evening activities respectively for a Saturday get together of the E.S.O.L. class. The activities and the times of the activities were placed on the board, and read for pronunciation practice.

American currency was taught by showing the students real American money. In order to parallel the outside world, items with price tags were displayed on a table in the classroom. Students role played buying these items with real money.

In addition to the weekly packet on the weather theme using commercially made textbook materials, the students read the newspaper to learn about the weather. While looking at a United States weather map in the local daily newspaper, the students learned the map's legend in order to interpret symbols used on the map. Questions about high/low temperatures in a

variety of cities were asked, along with the local forecast.

In order to bring realia into the classroom, the students listened to and watched a televised weather report that the practicum writer taped from the previous day's news and weather program. Terminology used in the weather report was explained prior to watching this weather report. Questions were asked following the program in order to test comprehension.

Pablo's Lunch was the title of this week's humorous story. It was about a man who had limited English communication skills and orders soap instead of soup for lunch. The story emphasized the fact that it was important to pronounce words correctly for communication. The language skills learned within the context of this story were:

1. Present tense of verbs
2. Asking sentences that begin with the words, do, does or is
3. Contractions

Homework was given on grammar and language competencies taught this week. Evaluation was based on a teacher-made test on the calendar, time, money and weather (Appendix F:80).

Week 3 - The Parts of the Body

A large outline of the body was placed on the board. With the use of a doll, the practicum writer initiated body vocabulary beginning with the head. As each part of the body was said, a student drew that part of the body onto the outline of the body placed on the board and labeled the part. At the same time, the students labeled the parts of the body on individual activity sheets. To reinforce vocabulary, a word search on the parts of the body was completed (Appendix G:85).

The following additional activities were performed to reinforce body vocabulary:

1. The students played body bingo.
    a) Bingo cards and cover-ups were distributed to the students.
    b) The students copied 25 words from the body vocabulary list that was placed on the board. The students put one word in each of the 25 boxes.
    c) A student was the bingo caller. The student read aloud one word at a time. The students who had the word that was read covered the box the word was in. The winner was the student who covered all the boxes in one row either horizontally or vertically.
2. The students played Simon Says.
3. The students listened to music and did the hokey pokey.

4. The words, toenail and eyelash, were used to initiate a discussion on compound words.

5. The words, toe and toes, were used to initiate a discussion on the singular and plural forms of regular nouns.

Operator, Operator was a dialog that was read this week. It is about a man whose house was being burglarized while he was in the house. He was calling the operator so that the operator can call the police, but the man was speaking too softly for her to hear him. The man's voice became louder and louder and the thief eventually heard him. This humorous story includes the following competencies:

1. Questions with what, where, when, and who

2. Quotation Marks

Homework was based on language competencies taught this week. Evaluation for week three was labeling the parts of the body (Appendix H:87).

Week 4 - Food

As an initiating activity on the food theme, the students watched a video that took place in a supermarket setting. The various sections of the supermarket were described as well as the foods contained in these sections. Following the video,

names of foods were solicited from the students and placed within the correct food group. Commercially prepared textbook exercises on the food category were completed.

Additional activities for the food theme were as follows:

1. The students were divided into three groups. Each group planned a menu for breakfast, lunch and dinner.

2. Each student received the food section of the local newspaper. A discussion followed on the names of local supermarkets and their addresses, how to read and use food coupons, and how to comparison shop.

3. As a paired activity, the practicum writer distributed actual food coupons cut out from the newspaper the students had just read. Each group of students used the coupon to answer the following questions:

    a. What is the name of the product?
    b. What is the amount to be deducted from the marked price of the product?
    c. What size product does the consumer need to buy in order to get the discounted price?
    d. Does the consumer have to buy only one package of the product?
    e. What is the expiration date?

4. The classroom became a simulated supermarket. Students had an opportunity to buy foods that were displayed in the classroom.

5. A discusssion followed on the different types of restaurants available in the local area. A variety of menus were read and discussed.

6. As a culminating class activity on the food theme, the students and the practicum writer ate lunch at an Italian restaurant near the school. The students ordered, in English, from the menu. In addition, the students spoke only in the English language in the restaurant.

This week's story was about a young man who was studying wildlife in Florida. While he was sitting on a rock writing a letter to his aunt, a huge alligator was about to eat him.

The story included the following competencies:

1. The present continuous tense
2. Affirmative and negative statements

The letter written in the story was the prompt to teach the students how to write a friendly letter and address an envelope. Titles of names were taught in conjunction with the lesson. The students wrote a friendly letter to a family member in the native country. The letter was written in English and translated into the native language. The students were encouraged to send the letters. The students reported to the practicum writer that the letters were indeed sent. The letters were enthusiastically received.

Homework was based on the grammar and language competencies taught this week. The evaluation for this week was to plan a breakfast, lunch and dinner for one day and to answer questions about a food coupon. (Appendix I:90)

Week 5 - Clothing

As an attention-getting prompt, clothing used to dress a Barbi doll was distributed to the students. Clothing vocabulary was generated by the students. The practicum writer contributed additional clothing vocabulary. Bingo was played using the clothing words placed on the board. The weekly theme packet was completed by the students. Names of the colors were taught.

Additional activities on the clothing theme were completed as follows:

1. The practicum writer distributed to each student the clothing advertisements of local stores. Names of clothing and sale items were discussed.

2. Scenarios were given. For example, a student in the class wanted to buy a shirt that regularly sells for $10. It is now on sale for 20% off. How much did the shirt cost? Simple math was reviewed.

3. In order to understand clothing labels, students examined clothing labels on several pieces of clothing displayed on a classroom table.

4. As a paired activity, two students came to the front of the classroom, and told the class what clothing the other student was wearing. The names of the jewelry and accessories worn by the students were placed on the board.

A Ghost Story was the name of this week's story. It was about a father who was trying to tell his two children a bedtime story about a ghost. This humorous story brought laughter into the E.S.O.L. classroom.

The following competencies were taught in conjunction with the story:

1. The plural of regular and irregular nouns
2. The past tense of "be"
3. The continuous past tense of "be"
4. Time words that tell about the past (yesterday, last night, etc.)

The students began journal writing this week. The students wrote to the practicum writer at least once a week during the implementation period. The practicum writer wrote the students in return. The lesson plan for this activity is included in Appendix J:92.

Homework was given in conjunction with grammar and language competencies taught this week. Evaluation for this week was labeling articles of clothing (Appendix K:94).

Week 6 - The Telephone

According to the practicum writer's students, speaking on the telephone was one of the most frustrating activities that a person learning English experiences. When speaking English face to face, a person could use facial expressions and hand gestures. Often communication was made. However, communication on the telephone was often difficult for E.S.O.L. students because communication was made only through oral language.

In order to better understand communication by telephone, the students watched a video distributed by the local telephone company which provides common telephone scenarios and proper etiquette when using the telephone. Questions following the video were asked. A packet of material published by the telephone company containing useful information regarding telephone use and options available through the local telephone company was read. The students also received personal telephone and address books published by the telephone company. To provide practice speaking on the telephone, the students role played scenarios written by the practicum writer with the use of two real

telephones. The telephones were used to make the situations more true to life, but were not hooked up to the telephone company. The following are several examples of the scenarios:

1. Your neighbor is having a heart attack and you have to call for an ambulance.

2. You are having a birthday party for your best friend, Maria, and you are calling Jorge to invite him to the party.

3. You call your friend David and he's not home. You tell the person who answered the phone that you would like to leave a message for David.

4. You left film to be developed at a local store on Monday. You are calling the store in order to find out if your film is ready.

Through the use of the actual white and yellow pages of the telephone books used in the local community, the students learned how to use these telephone directories. In order to reinforce information taught to the students, the students worked in pairs to complete the following assignments:

1. What is the name, address and telephone number of the doctor who is listed on page 125 of the white pages?

2. Our class wants to order pizza from Pizza Hut. Is there a Pizza Hut near our school? If so, what is the address and the telephone number?

3. Our class is going on a trip to Disney World. We want to fly Delta Airlines.

What is the telephone number of Delta Airlines to find out information about the cost of each airline ticket?

4. We need to send flowers to one of our classmates who is in the hospital? What is the name, address and telephone number of the nearest florist?

5. The students exchanged telephone numbers and called each other for tonight's assignment. An attempt was made to pair students who speak different languages.

When Miss Dudley, an adult E.S.O.L. teacher, realized that her students were always falling asleep in her class, she decided to do something about this problem. In conjunction with this humorous story, the students learned the following grammar and language skills:

1. Past tense of regular and irregular verbs
2. Adjectives
3. Using quotation marks

Homework was given on the grammar and language skills taught this week. For this week's evaluation, the students used the actual white and yellow pages of the telephone directories to answer a teacher-made quiz (Appendix L:99).

Weeks 7 and 8 - The Community

As an initiating activity on the <u>community</u> theme, a map was distributed to each student that showed the

places and services offered in a typical community. Community vocabulary was placed on the board. At this time, questions were asked about the locations of the various community places and services. A community word search was completed in order to reinforce vocabulary. Topics studied in connection with the community theme were the home, the post office, the bank, the public library, the medical doctor and dentist, and the drugstore. The class visited the post office and the public library. For a fun activity, the class completed a 500-piece jigsaw puzzle that shows a picture of a community.

The Home

Included in the weekly packet on the home, the students learned the vocabulary associated with rooms in a house and the differences between renting and owning an apartment or house. A sample of a rental agreement and contract of sale of a house were shown and explained.

As a class activity, the students used the real estate section of the newspaper to find both a rental apartment and a house. Real estate terminology and abbreviations used in newspaper advertisements were taught.

Post Office

Post office vocabulary and services offered by the post office were discussed with the students. Actual post office forms used were distributed to the students and explained. A simulated post office was created in the classroom. The students needed to buy stamps, mail a letter by certified mail, mail a package, pick up a package that was delivered to the post office, and complete a forwarding address card.

A field trip to the post office focused on what events needed to occur between the time a letter was put into the mailbox by the sender and opened by the receiver. The various areas of the post office were shown and explained. One of the E.S.O.L. students had a post office box rental in the post office the class visited. The student used a personal key to show the students how mail is extracted from a rental box.

As a language experience activity, the class wrote about this field trip to the post office. A thank you letter was also written and sent to the post office tour guide.

The Bank

Banking vocabulary and services offered by banks were explained. Banking forms including sample checks and actual deposit and withdrawal slips used by a local bank were completed by each student. A simulated bank was created in the classroom. The students made a deposit, withdrew money, requested a bank check, bought a U.S. savings bond, and set up a safe deposit box rental.

The Library

As an initiating activity on the library theme, a variety of materials which included books, magazines, cassette tapes, and videos were placed on a classroom table. The students were asked the following question: Without buying these objects, how can we get them for educational and entertainment purposes? The answer is that these objects can be borrowed from the public library.

A fact sheet published by the local library that described the types of books published, the Dewey Decimel System, the services offered by the library, the hours of operations, and other pertinent

information was explained. The students completed an actual library card application in the classroom.

The class went on a field trip to the local public library. At the time of the visit to the library, the students were able to apply for a library card using the application that was completed in the classroom. In addition, the students were taught how to use the library computer to find the location of library materials within the library. To practice finding library materials, each student had the opportunity to use the library computer to choose a book of interest and then find that book on the library shelf. The students did, in fact, borrow easy books written in English from the library.

Grammar and language skills this week were taught within the context of the story, Mr. Jones's Tickets. In order to pick up his shirts from the laundry Mr. Jones needed to produce a claim ticket. However, he produced about ten claim tickets from other businesses before he finally produced the correct one. To add to the humor of the story, a police officer was giving Mr. Jones a ticket for parking near a fire hydrant.

The following were grammar and language skills that were taught in conjunction with the story:

1. The use of the words, whose and who's
2. Possessive with names
3. Possessive with plurals
4. Possessive time-words (last week's newspaper, today's lesson)
5. Possession of things

Homework was given based on grammar and language skills taught this week. Evaluation for this week was based upon teacher observation of the students completing the activities performed in the stimulated classroom post office and bank, and being able to find a library book using the library computer system.

Week 8 - The Community

The Medical Doctor

In order to stimulate discussion on the medical doctor, the practicum writer dressed as a medical doctor in the classroom. There was a stethoscope around the practitioner's neck, and several objects that a medical doctor would use to examine a patient were displayed on the classroom table. Common medical vocabulary was placed on the board and textbook exercises related to the medical theme were completed. A medical word search was completed in order to reinforce vocabulary. In addition, the students completed a typical medical form a patient would complete at a medical doctor's office.

The students learned how to call the doctor's office to make an appointment. Typical appointment cards given to a patient while at the doctor's office were filled out by the students. Various scenarios relating to the medical doctor theme were role played.

The Dentist

The dental theme was initiated when the practicum writer pantomined a toothache. Dental vocabulary was taught in conjunction with completing textbook exercises. In order to reinforce terminology associated with the dentist, a dental word search was completed. A dialogue between a dentist and his patient was acted out by the students.

The Drugstore

As an initiating activity on the drugstore theme, the practicum writer distributed several empty labeled prescription bottles to the students. The students became familiar with vocabulary used on typical prescription labels. Items also sold in a typical drugstore were discussed and placed on the board. The students played drugstore bingo for fun, for variety in the classroom, and to reinforce vocabulary.

As a group activity in the classroom, the practicum writer distributed cards to each group which

showed a typical prescription label. Each group needed to answer the following questions regarding its prescription label:

1. What is the date of the prescription?
2. What is the name of the pharmacy?
3. What is the address of the pharmacy?
4. What is the telephone number of the pharmacy?
5. What is the prescription number?
6. Who is the prescription for?
7. What is the name of the prescription?
8. What is the dosage that is to be taken each time?
9. How many times each day is the medicine to be taken?
10. Are there additional directions that need to be followed when taking this medicine?
11. What is the name of the doctor who prescribed the medicine?
12. Can the patient get a refill on this medicine?

Transportation and Common Informational Signs Within the Community

Methods of transportation were discussed. The procedures in applying for a state driver's license were explained. The students had an opportunity to read a map of the county in which the students reside in. For an individual assignment, each student was asked to find the street that he lives on and to give directions on how to get to each residence by car.

The following were the additional activities completed in the classroom relating to the transportation theme:

1. Local bus and train schedules were distributed to each student and discussed.

2. The students read several airline advertisements in the newspaper in order to learn about airline vocabulary.

The most common signs that are displayed in the community were explained. Examples of these signs were entrance, exit, restrooms, express lane, fitting room, and handicapped parking. The students completed a matching exercise in order to practice these common signs.

The future tense of verbs is the grammar lesson incorporated within the story called, Sashi and the President. The story was about a man who told his E.S.O.L. classmates that the President and his wife were coming to his house for dinner. There was a humorous surprise ending to the story.

Homework was given this week on the future tense of verbs. Evaluation was based on a teacher-made quiz (Appendix M:101).

Week 9 - Employment

As an initiating stimulus to the employment theme, pictures were shown of people in various occupations. Educational requirements and responsibilities associated with these occupations were explained. Student generated vocabulary was placed on the board. To complement the weekly

theme packet that includes textbook exercises, the following activities were completed by the students:

1. Using the employment section of the local newspaper, the students found one employment opportunity for each of the following professions:

    a. Salesperson
    b. Nurse
    3. Truck driver
    4. Teacher
    5. Domestic worker
    6. Restaurant worker

    The students worked in teams and answered the following questions from the employment advertisement?

    a. What kind of job is it?
    b. What is the name of the company offering the job?
    c. What are the hours of the job?
    d. What is the salary offered?
    e. How do you apply for the job? (call, write, or visit)

2. The students completed a typical employment application.

One student used the application as a model when applying for a job at a fast food restaurant. The student was offered a position at this restaurant. This was a perfect example of transference of learning from the classroom to the outside world.

Questions beginning with why and the several ways to answer why questions in the English language were taught in conjunction with this week's story.

The story was about a man and a woman who worked in the same company. The events that lead up to the man asking the woman to marry him were very humorous.

Homework was based on the different ways to answer why questions. Evaluation was based on a teacher-made test (Appendix N:104).

Week 10 - The Newspaper

During this week, each student received a copy of the local newspaper for each of the five class meeetings. World, national, state, and local news terminology were defined. The students learned how to use the newspaper index to find the various sections. The weekend section of the newspaper was discussed in detail in order to expose the E.S.O.L. students to the entertainment activities that are available in the community that weekend.

As a group activity, the students were divided into five groups. Each group became reporters to the students in the class by reporting on an article in a particular section of the newspaper. The reporters needed to answer the following questions?

1. What is the name of the article?
2. Who is the author of the article?
3. Where was the article written?
4. What is the article about?

The articles came from the following sections of the newspaper:

1. Main
2. Local
3. Business
4. Living today
5. Sports

The grammar portion of this week's lesson was taught in conjunction with the writing of the articles. For this week's homework, the students chose one newspaper article and wrote a short synopsis of the article. The article summary answered the questions, Who?, What?, Where?, When?, Why? and How?

Evaluation this week was based on questions on a newspaper article that the practicum writer gave to the students during class time.

Week 11 - The United States

Using commercially prepared textbook materials, the students were taught the overall history of the United States from the days of Christopher Columbus through the present time. Emphasis was placed on the democratic form of government of the United States States of America. A summary of this week's lesson was given in the form of sample questions asked on the United States citizenship test.

In order to expose the E.S.O.L. students to the diversity of the United States and to practice

listening, speaking, reading and writing in the English language, an individual student project was completed (Appendix O:106). Each student chose a state in the United States to write about and orally present to the class. Reference books were used.

There was a review of the grammar and language skills taught in order to prepare for the grammar and language test that was given during the twelfth week of implementation. For this week's homework assignment, the students studied for the test and worked on the state projects.

Week 12 - Presentation of Oral Reports, Testing and International Festival

For the last week of implementation of this practicum project, the students took the grammar and language test, presented the state reports and had an international festival. During the festival, several students wore native costumes and native music and songs were performed. The students and the practicum writer were taught how to dance, the merengue and a Haitian folkdance. Native food such as Brazilian tuna fish pie and corn cake, Colombian cream cheese dessert, Italian vegetable lasagne, Korean rice cake and Haitian rice and bean casserole were sampled.

Chapter 1V

Results

The focus of this practicum was to improve the English skills and a knowledge of American culture in the adult E.S.O.L. learner. The evidence of success in the implementation plan was measured by comparing pre/post tests. The results indicated improvement in both areas. In addition, results were made by teacher observation and student experiences outside the classroom.

Objective

According to objective 1, 75 percent of the target students will demonstrate an increase in their English mastery by 60 percent. Objective 1 was successfully met. When comparing the pre-post grammar and language tests, 89.5 percent of the students improved by 60 percent or more. The results of the test are shown in Table 1:54.

The author attributes this success rate to several reasons. First, during the three-month implementation plan, there was a continuous review of

Table 1

A Comparison of Pre/Post Percentages on a Grammar and Language Test

Student	Pre	Post	Percentage Change
1	42	Withdrew	Withdrew
2	28	49	75.8
3	37	61	64.4
4	44	71	61.4
5	58	79	36.2
6	48	81	68.8
7	31	Withdrew	Withdrew
8	25	42	68.0
9	45	81	80.0
10	53	96	81.1
11	19	42	121.1
12	20	56	180.0
13	16	31	93.8
14	34	61	79.4
15	55	94	70.9
16	61	93	52.5
17	54	96	77.8
18	43	Withdrew	Withdrew
19	32	77	140.8
20	55	92	67.3
21	44	72	63.6
22	17	31	82.4

English skills in the classroom. For example, when learning about the use of the past tense of a verb in a sentence, the students needed to write a sentence using the present tense of the verb. Second, as part of the independent work completed in the classroom, the students reviewed one English skill daily. Third,

homework was regularly given on the skills taught. Fourth, during the week prior to the posttest, a review lesson was completed which contained those English skills that would be included in the posttest.

Objective 2

Objective 2 stated that 70 percent of the target students will demonstrate an increase in their knowledge of American culture by 60 percent. The results were tabulated by averaging the scores of the 11 teacher-made tests. The results indicated that 73.7 percent of the target students increased in their knowledge of American culture by 60 percent or more. The results of these tests are in (Table 2:56).

One factor in this success rate was that the students completed meaningful, relevant and interesting activities in the classroom. The skills learned by participating in this activities could then be transferred to every day situations in American society.

The practicum writer was satisfied with the results of the objectives because in both objectives, the majority of the E.S.O.L. students showed a

Table 2

A Comparison of Pre/Post Percentages
on Tests of American Culture

Student	Pre	Post	Percentage Change
1	Withdrew	Withdrew	Withdrew
2	31	76	145.2
3	54	81	50.0
4	48	77	60.4
5	60	82	36.7
6	45	73	62.2
7	Withdrew	Withdrew	Withdrew
8	51	67	31.4
9	49	94	91.8
10	55	88	60.0
11	22	45	104.5
12	42	78	85.7
13	44	51	15.9
14	48	78	62.5
15	63	89	41.3
16	45	92	104.4
17	54	97	79.6
18	Withdrew	Withdrew	Withdrew
19	39	63	61.5
20	50	84	68.0
21	39	68	74.4
22	22	38	72.7

substantial improvement. Furthermore a 60 percent increase was a high expectation rate.

In addition, when taking into consideration the two primary reasons to take the E.S.O.L. class were to

improve in the English language and a knowledge of American culture, then this practicum plan was a success. Many entered the writer's classroom for the first time without being able to understand, speak, read and write in the English language. At the end of the 12-week implementation, these students were able to improve in all language components in various degrees.

The effectiveness of this practicum's whole language, hands-on-approach to language learning was evidenced by the following student experiences. One student improved in speaking English so dramatically that the student was able to get a part-time job at a fast food restaurant. Another student was finally able to understand her daughter's teacher at a parent-teacher conference. Still another student was able to be understood when he needed to exchange a shirt for another size at a department store. An educational goal for one student was attained when the student passed the English test given for entrance into a nearby community college. Final testament to the success of this practicum plan occurred when the students told the practicum writer that they

were beginning to speak and understand the English language while engaging in a telephone conversation.

These experiences were examples of how knowledge learned in the E.S.O.L. classroom was transferred to every day life in American Society.

Chapter V

Recommendations

The adult E.S.O.L. learner was better able to communicate in the English language and function in American society because instruction was meaningful, relevant, hands-on and humorous. The practitioner will continue to expand the weekly themes and teach English grammar through humorous stories.

The practicum writer shared the implementation of this practicum with the school district's multicultural adult and community education department. The department was in the process of redesigning the curriculum, and will include some of the activities written in the method chapter in the new E.S.O.L. curriculum guide.

In addition, the practitioner will share the state report, along with student samples, at a county-wide adult and community education conference.

Although the planning, test preparation and grading described in this practicum were extremely time-consuming tasks, the results were well worth the

effort. The students were able to build self-confidence, improve in English skills and knowledge of American culture, and transfer this knowledge to their daily lives in the United States.

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Appendices

Appendix A

Letter to Colleagues

Letter to Colleagues

----------, 1993

Dear Colleague,

As part of a research project entitled, "To Improve English Skills and A Knowledge of American Culture in the Adult E.S.O.L. Learner", a study is being conducted to determine if the textbooks that are available to the adult E.S.O.L. teacher meet the needs of the beginning adult E.S.O.L. learner.

Please complete the following survey and return in the enclosed envelope.

Your prompt response is greatly appreciated.

Sincerely yours,

Janice Cohen

Appendix B

Needs Assessment Questionnaire

Needs Assessment Questionnaire

Textbook Evaluation

Please answer the following questions according to your experience concerning the textbooks that are available in teaching the beginning adult E.S.O.L. student:

1. Are materials presented in the textbooks almost always age appropriate? yes no

2. Are materials presented in the textbooks almost always interesting to the adult learner? yes no

3. Do your students enjoy learning the English language solely through grammar books? yes no

4. Do the materials contained in the textbooks meet the needs of the beginning adult student? yes no

5. Do you often need to supplement the textbooks because the materials contained in the textbooks do not provide real-life situations or realia? yes no

6. Are materials in the textbooks culturally biased? yes no

7. Do the textbooks provide the adult learner sufficient practice in listening, speaking, reading, and writing in the English language? yes no

Appendix C

Weekly Themes

Weekly Themes

Week 1 - Introductions, Personal Information and The Family

Week 2 - The Calendar, Time, Money and Weather

Week 3 - The Parts of the Body

Week 4 - Food

Week 5 - Clothing

Week 6 - The Telephone

Weeks 7 and 8 - The Community

Week 9 - Employment

Week 10 - The Newspaper

Week 11 - The United State States

Week 12 - Presentation of Oral Reports, Testing and International Festival

Appendix D

E.S.O.L. I Grammar and Language Test

E.S.O.L. I Grammar and Language Test

Directions: Fill in the blanks with the correct form of the verb "be" (am, is, are was, were).

1. He ---------- my friend now.

2. The teacher ---------- at my house for dinner last week.

3. We --------- students of English as a second language.

4. I ---------- ten years old.

5. Maria ---------- late to class every day last year.

6. They ---------- not in school on Saturday.

7. My grandfather ----------80 years old.

8. Jim ---------- a doctor.

Directions: Give the correct form of the definite article and indefinite articles (the, a, or an).

9. He ate ------- apple.

10. She has ------- table in her house.

11. Did you see -------- book that I was using in my room?

12. John is eating --------- orange.

Directions: Give the correct form of the <u>present tense</u> of the verb in parenthesis.

(read) 13. We ---------- the newspaper every morning.

(work) 14. She ---------- at my school.

(like) 15. I ---------- that dress.

(hear) 16. Mary ---------- the music.

(talk) 17. Bill and Mona ---------- on the telephone.

(want) 18. Fred ---------- his money today.

(call) 19. Betty and Luan ---------- their grandmother every month.

(live) 20. Harry ---------- in Florida.

(visit) 21. They ---------- their friends on Friday night.

(have) 22. Jorge ---------- twenty dollars.

(write) 23. The children ---------- their names on their papers every Monday.

(get) 24. Mrs. Gonzalez ---------- up at 7:00 a.m.

(eat) 25. We ---------- dinner at 6:30 p.m.

(finish) 26. The girls ---------- playing at 7:00 p.m.

(put) 27. They ---------- their books on the desk.

Directions: Write the correct present continuous form of the verb in the parenthesis.

(call) 28. I ---------- my friend.

(shop) 29. They ---------- at the stores.

(buy) 30. Jose ---------- a book.

(give) 31. She ---------- me a cup of coffee.

(go) 32. We ---------- home.

(drive) 33. He ---------- to school.

(look) 34. I ---------- for my pencil.

(take) 35. She ---------- her friend to dinner.

(live) 36. Juan ---------- in Florida.

(study) 37. We ---------- English.

Directions: Give the correct <u>past tense</u> form of the verb in parenthesis.

(get) 38. She ---------- up at 9:00 a.m.

(eat) 39. I ---------- dinner at 7:30 p.m. last night.

(drink) 40. We ---------- milk this afternoon.

(drive) 41. Maria ---------- to the airport last week.

(walk) 42. He ---------- to my house this morning.

(want) 43. They ---------- our money.

(sing) 44. We ---------- at the party on Monday evening.

(smile) 45. Anna ---------- at my child yesterday.

(choose) 46. I ---------- chocolate ice cream last weekend.

(talk) 47. You ---------- with my brother on the phone this afternoon.

Directions: Give the correct <u>future tense</u> of the verb in the parenthesis.

(go) 48. Margaret ---------- to school tomorrow.

(drive) 49. I ---------- to the store next week.

(be) 50. The teacher ---------- in class at 8:30 a.m.

(mail) 51. Adam ---------- the letters this afternoon.

(eat) 52. Sabrina ---------- dinner tomorrow night at Jason's house.

(invite) 53. I ---------- my teacher to the party.

(do) 54. We ---------- our laundry tomorrow night.

(explain) 55. The teacher ---------- the lesson next Tuesday night.

(hurry) 56. We ---------- because we cannot be late to school.

Directions: Fill in the blanks with the words, my, your, his, her, its, our or their.

57. We like ---------- English class and English teacher very much.

58. The boys brought ---------- radio to the party.

59. Jorge invited us to ---------- house.

60. Maria works in ---------- father's store.

61. I love ---------- mother and father very much.

62. The dog wagged ---------- tail.

63. Did they leave ---------- coats in the closet?

Directions: Write new sentences using the possessive:

Examples: The pencil belongs to the boy.
It is the boy's pencil.

The legs belong to the table.
They are the legs of the table.

64. The books belong to Maria and John.

---

65. The camera belongs to the boys.

---

66. Those papers belong to the teacher.

---

67. The top belongs to the table.

Directions: Change the folowing sentences to questions with who, what, where, when, whose, how or why.

Example: Mary loves her dog.
Who loves her dog?

68. They are going to the English class by car.

---

69. Shirley and Hy live in Florida.

---

70. Miriam's rabbit is brown.

---

71. She needs a pencil to take the examination.

---

72. Mark and Elena are friends.

---

73. The students go shopping on Sunday.

Directions: Change the following sentences to questions using do, does or did.

74. Jack lives in New York.

---

75. He bought a suit.

---

76. The children ate dinner at 6:00 p.m.

---

77. They speak English in school.

---

78. Maria went to the store.

---

79. My father drives a car.

---

80. He learns English.

Directions: Write new sentences by making the underlined noun plural. Make the necessary changes.

81. The window is dirty.

---

82. The child is good.

---

83. The student is in the class.

---

84. The woman is having dinner.

---

85. The box is on the chair.

---

86. The dish is on the table.

---

87. The baby is crying.

---

88. Florida has a beach.

Directions: Circle the adjective in each of the sentences.

89. She is a pretty girl.

90. The boy is tall.

91. That is a blue car.

92. The school is big.

93. I have a small bag.

Directions: Change the underlined words to a contraction.

94. It is my boat. --------

95. She is my friend. ----------

96. What is her name? ----------

97. He does not want the book. ----------

98. We do not know the man. ----------

99. They are my parents. ----------

100. Where is your pencil? ----------

Directions: Read the following letter and circle the errors:

march 21, 1993

Dear Mom and Dad,

I am a English student. My english class meet Monday, Tuesday, Wednesday, thursday and Friday.

We are learn how to listen, speak, read and write in English. The class begins at 8/30 a.m. I will studee hard

I am write you next week. Please give my sister a kiss for me.

Love,

Marie

Appendix E

Personal Data Form

E.S.O.L. 1 - Test on Personal Data Form

Personal Data Form

Please complete this form. Please PRINT.

Name: _____ _____
(Last) (First)

Address: _____
(Number and Street)

_____
(City, State and Zip Code)

_____
(Area Code and Telephone Number)

Male ____ Female ___

Native Country: _____

Nationality: _____

Birthdate: _____

Social Security Number: _____

Signature: _____Date: _____

Appendix F

Teacher-Made Test on the Calendar, Time, Money and Weather

E.S.O.L. I - Calendar Test

Directions: Read the calendar to answer these questions:

1. What year is it?

2. What month is it?

3. Write the days of the week.

4. How many days are there in this month?

5. What day comes after Saturday?

6. What day comes before Friday?

7. What two days make up the weekend?

8. What day of the week is October 12?

9. What is the second Monday in the month?

10. How many Saturdays are there in this month?

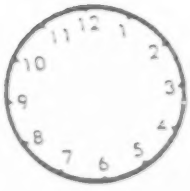
OCTOBER 1993

Sunday	Monday	Tuesday	Weonesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

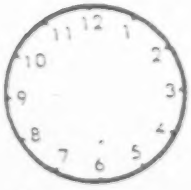
E.S.O.L. I - Time Test

Directions: Write the time under each clock.

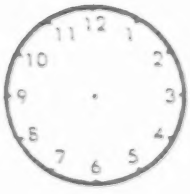
Draw the time your E.S.O.L. class begins.



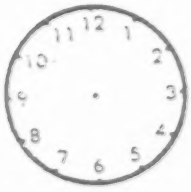
Draw the time you get up in morning.



Draw the time you eat lunch.



Draw the time you go to bed at night.



E.S.O.L. 1 - Test on Money

Directions: 1. Name the coin under each coin.

2. Write how much each coin is worth.

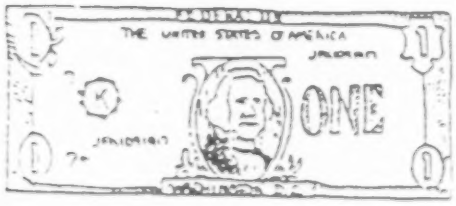
Example: penny

1¢

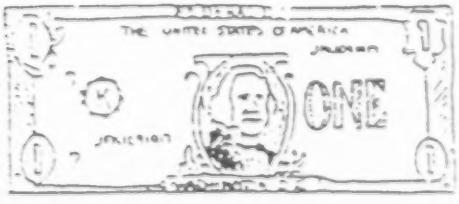
_____ _____ _____

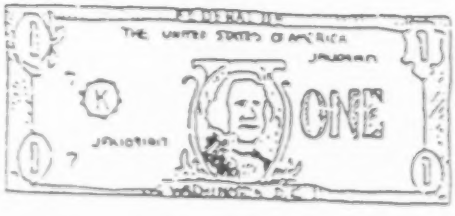
_____ _____ _____

Directions: How much money does each row have?



$_____





$_____

E.S.O.L. 1 - Test on Reading A Weather Map and Additional Weather Information from a Newspaper

Directions: Read the newspaper weather page to answer the following questions:

1. What will the high temperature in New York City be today?

   _____

2. What will the low temperature in New York City be today?

   _____

3. In what city will it snow today?

   _____

4. Name two cities that will have rain today.

   _____

5. Will a city in the United States have thunderstorms today?

   _____

6. What is the outlook for San Franscisco today?

   _____

7. Name two cities that will be clear today?

   _____

8. What city had 90 yesteray?

   _____

9. What city had -2 yesterday?

   _____

10. What was the high temperature in London yesterday?

    _____

Appendix G

Teacher-Made Word Search
on the Parts of the Body

E.S.O.L. 1- The Parts of the Body Word Search

Directions:
1. Find the words that are in the word bank in the word search puzzle below.
2. Circle the words in the word search puzzle.

e	y	e	b	r	o	w	s	e	s
Y	f	a	c	e	a	r	m	l	h
e	t	c	h	e	e	k	l	b	o
l	o	h	h	e	a	d	e	o	u
a	o	i	a	a	a	b	g	w	i
s	t	n	i	r	n	e	c	k	d
h	h	p	r	s	o	t	o	e	e
e	y	e	s	q	s	h	l	p	r
s	l	i	p	s	e	h	a	n	d
m	o	u	t	h	a	n	k	l	e
o	w	r	i	s	t	c	d	e	f
f	i	n	g	e	r	n	a	i	l
c	h	e	s	t	w	a	i	s	t
s	t	o	m	a	c	h	g	h	i
k	n	e	e	s	t	h	i	g	h
t	o	e	n	a	i	l	l	k	j
b	a	c	k	m	n	f	o	o	t

Word Bank

head
hair
ears
eyebrows
eyelashes
eyes
nose
mouth
tooth
ankle
toenail
lips
cheek
chin
face
neck
shoulder
arm
elbow
wrist
foot
back
hand
finger
fingernail
chest
stomach
waist
thigh
knee
leg
toe

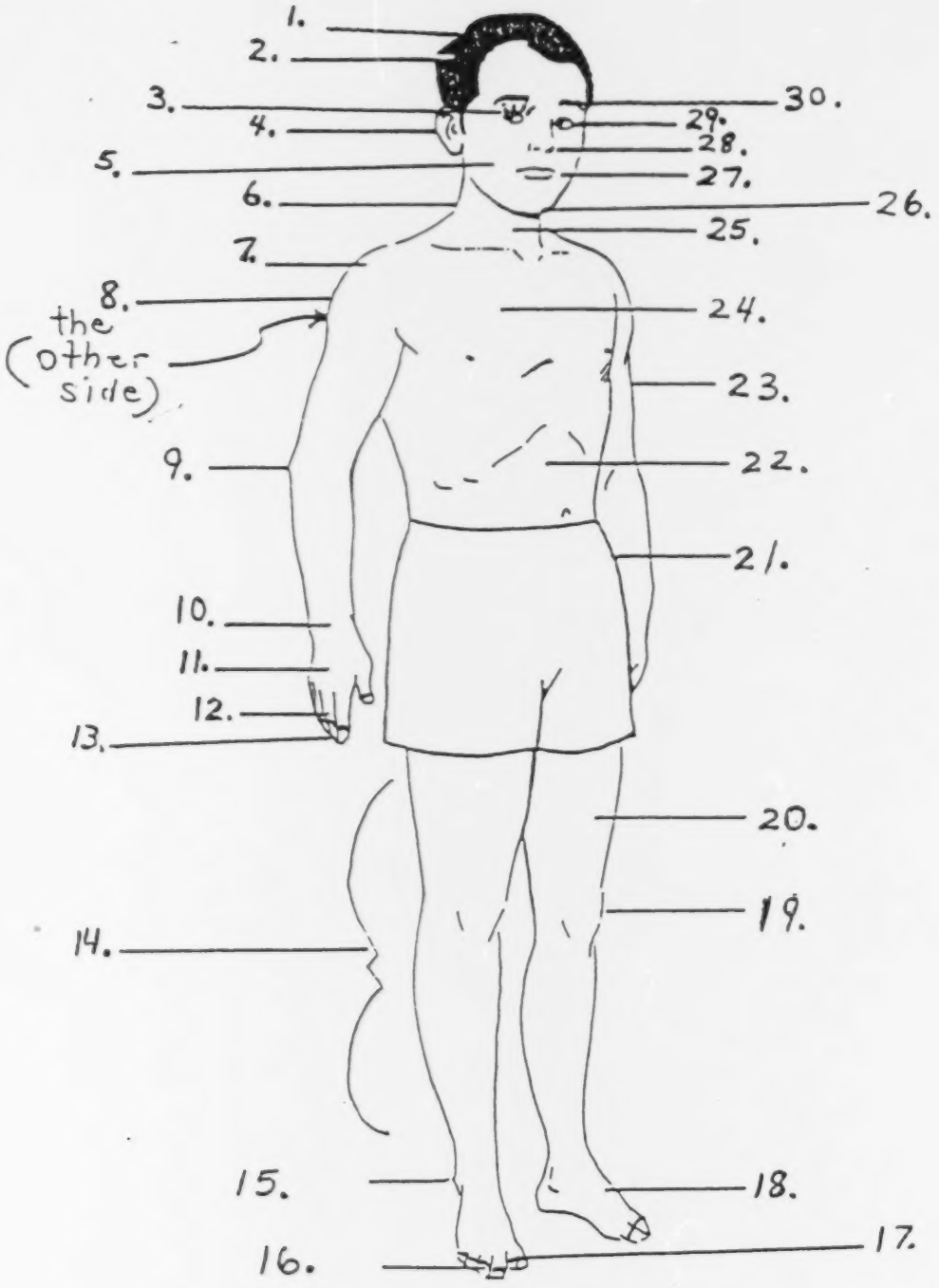
Appendix H

Teacher-Made Test on The Parts of the Body

E.S.O.L. The Parts of the Body Test

Directions: Write the part of the body next to the matching number.

1. _____	11. _____	21. _____
2. _____	12. _____	22. _____
3. _____	13. _____	23. _____
4. _____	14. _____	24. _____
5. _____	15. _____	25. _____
6. _____	16. _____	26. _____
7. _____	17. _____	27. _____
8. _____	18. _____	28. _____
9. _____	19. _____	29. _____
10. _____	20. _____	30. _____


1.
2.
3.
4.
5.
6.
7.
8.
the
(other
side)
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.
26.
27.
28.
29.
30.

Appendix I

Teacher-Made Test on a Typical Daily Food Menu and a Food Coupon

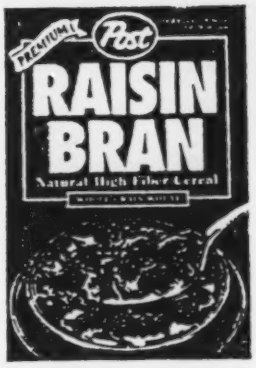
E.S.O.L. I - Food Unit Test

Directions: Write a breakfast, lunch and dinner menu under the correct column.

BREAKFAST	LUNCH	DINNER

Directions: Read the food coupon to answer the

MANUFACTURER'S COUPON | EXPIRATION DATE 11/30/93



Save $1.00

Post RAISIN BRAN
20 oz. or larger
"It's Premium!"

RDCBPCF3AB 86

GENERAL FOODS CORPORATION

5 43000 12476 0

1. What is the name of the manufacturer?

   _____

2. What is the name of the product?

   _____

3. What size box must you buy in order to save money?

   _____

4. How much do you save with the coupon?

   _____

5. What is the expiration date?

   _____

Appendix J

Dialogue Journal Lesson Plan

Dialogue Journal - Lesson Plan

Objective: Students will increase their writing communication skills through the use of dialogue journals.

Materials: spiral bond notebook or teacher-made notebook made from file folders for each student

1 pen

Method:

1. Explain to the students that the journal will be a time to share things with the teacher. They will write a note to the teacher and the teacher will write back to them.

2. Have the students begin their journals by writing the date and Dear Mr., Ms., Mrs. or with the teacher's first name. They can write for ten to fifteen minutes.

3. After the students are finished writing, collect the journals and respond to them in writing.

4. The next day, distribute the journals and allow the students to respond to your note.

This should be a very positive time with no negative comments because the teacher desires to promote written communication. There are times when a student does not feel like writing. Just write back that you missed the note and that you hope to hear from the student soon.

Evaluation: Evaluation of written communication skills using dialogue journal writing is through observation and comparison of early and and recent writings.

Appendix K

Test on Clothing and Accessories

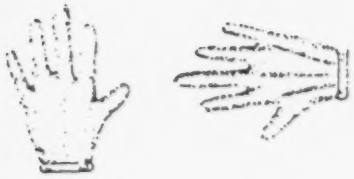
E.S.O.L. 1 - Test on Clothing and Accessories

Directions: Write the name of the article of clothing or accessory under each picture.

_____

_____

_____

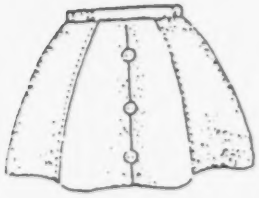


_____

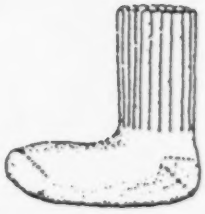
_____

_____

_____



_____



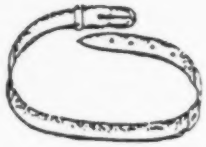
_____

E.S.O.L. 1 - Test on Clothing and Accessories

Directions: Write the name of the article of clothing or accessory under each picture.

_____

_____



_____

_____

_____

_____

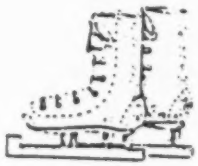
_____

E.S.O.L. 1 - Test on Clothing and Accessories

Directions: Write the name of the article of clothing or accessory under each picture.

_____

_____



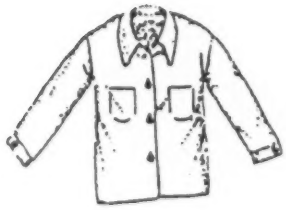
_____

_____

_____

_____

_____



_____

_____

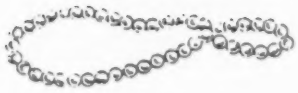
E.S.O.L. 1 - Test on Clothing and Accessories

Directions: Write the name of the article of clothing or accessory under each picture.

_____

_____

_____



_____

_____

_____

_____

_____

Appendix L

Teacher-Made Test Using Local Telephone Directories

E.S.O.L. I - Test on the White and Yellow Pages of the Telephone Directories

Directions: Answer the following questions about page 17 of the yellow pages:

1. What is the address of the Hillcroft Apartments?

   _____

2. What is the telephone number of the Hillcroft Apartments?

   _____

3. Do you have to buy a stove and a refrigerator when you rent an apartment at Hillcroft Apartments?

   _____

4. What does the word, "efficiency" mean?

   _____

5. Are the apartments carpeted?

   _____

Directions: Answer the following questions about page 7 of the white pages:

1. What is Fred B. Barnette'a address?

   _____

2. What is his telephone number?

   _____

3. How many people are listed in the white pages with the same name as Fred's <u>first</u> and <u>last</u> name?

   _____

4. What are the two initials next to the name, Boyce?

   _____

5. Is there a dry cleaners listed on this page?

   _____

Appendix M

Teacher-Made Test on Reading a Medical Prescription

E.S.O.L. 1 - Test on Reading A Prescription Label

Directions: Read the prescription label to answer the following questions:

1. What is the date of the prescription?
_____

2. What is the name of the pharmacy?
_____

3. What is the address of the pharmacy?
_____

4. What is the telephone number of the pharmacy?
_____

5. What is the prescription number?
_____

6. Who is the prescription for?
_____

7. What is the name of the medicine?
_____

8. What is the dosage that is to be taken each time?
_____

9. How many times each day is the medicine to be taken?
_____

10. Are there additional directions that need be followed when taking this medicine?
_____

11. What is the name of the doctor who prescribed the medicine?
_____

12. Can the patient get a refill on this medicine?
_____

E.S.O.L. 1 - Test on Reading a Prescription Label

Directions: Read the label to answer the questions:

School Pharmacy (205) 123-4567
432 College Avenue
Johnson, Colorado

Rx: 1234567 2/5/94
Maria Lee

Take one tablet 3x each day after meals.

Take medicine with water.

Allupin 250 mg
QTY 100

Dr. Smith, John
May be refilled until 10/12/94

Appendix N

Teacher-Made Test on An Employment Advertisement

E.S.O.L. I - Employment Unit Test

Directions: Read the employment advertisement at the bottom of the page to answer the following questions:

1. What kind of job is it?

   _____

2. What is the name of the company offering the job?

3. What are the hours of the job?

   _____

4. What is the salary offered?

   _____

5. How do you apply for the job?

   _____

6. Are there health benefits?

   _____

_____

Help Wanted: Nurse

Head nurse for busy hospital in large city.
Medical/Dental Benefits
Full-time, 7 a.m.-3 p.m. Mon.-Fri. $15 per hr.
Memorial Hospital. Call 456-1234.

_____

Appendix O

State Report

STATE REPORT - GENERAL INFORMATION

I. Front Cover

1. State name
2. Picture of the state
3. Your name

II. Title Page

1. State name
2. Your name

III. Table of Contents

Include a list of topics and page numbers where to find the topic in your report.

Table of Contents

Topic	Page
General Information	1
State Bird	2
State Tree	3
State Flower	4
Map	5
References	6

IV. Written Report

1. State's name on top line
2. Paragraphs about your state

V. Pictures and diagrams

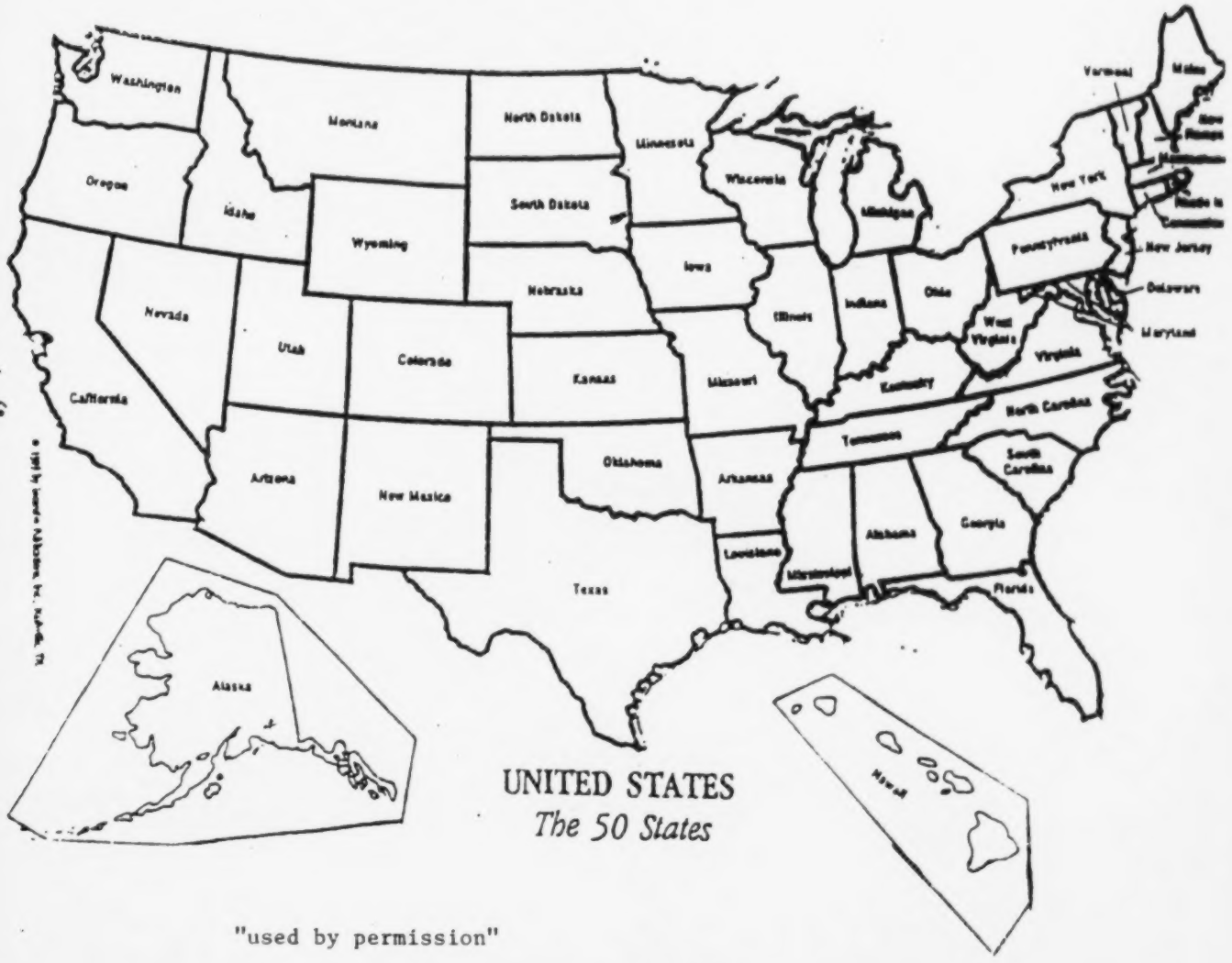
VI. Reference page

NAME _____ DATE _____

THE STATE I'M WRITING ABOUT

I chose the state of _____

Color in your state on the map below.



"used by permission"

Facts About My State

1. What is the abbreviation of your state?

_____

2. What is the nickname of your state? Tell why.

_____

3. What is the state song of your state?

_____

4. What is the motto of your state?

_____

5. Is it a coastline state or an inland state?

_____

6. Do people live in urban or rural areas?

_____

7. When did it become a state?

_____

8. What is the capital of your state?

_____

9. What is the population of your state?

_____

10. List three cities other than the capital.

    1. _____
    2. _____
    3. _____

11. Name four chief products of your state.

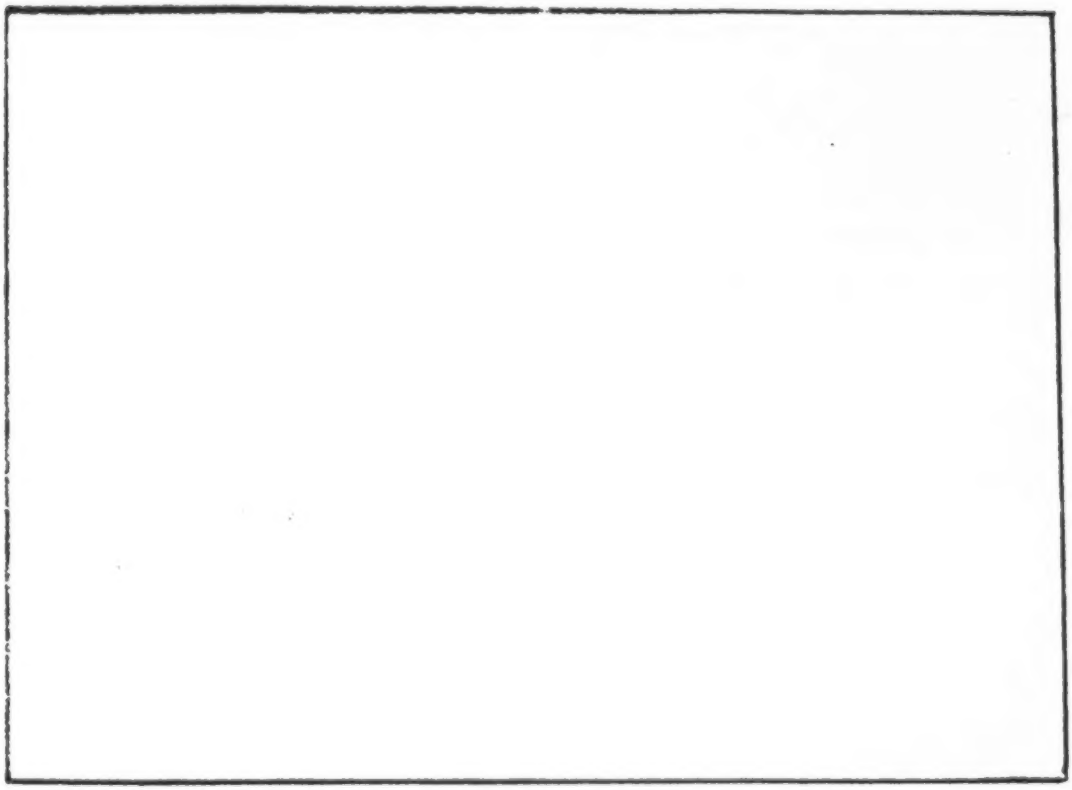
    1. _____
    2. _____
    3. _____
    4. _____

12. List five facts that you learned about your state.

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

THE STATE'S TREE

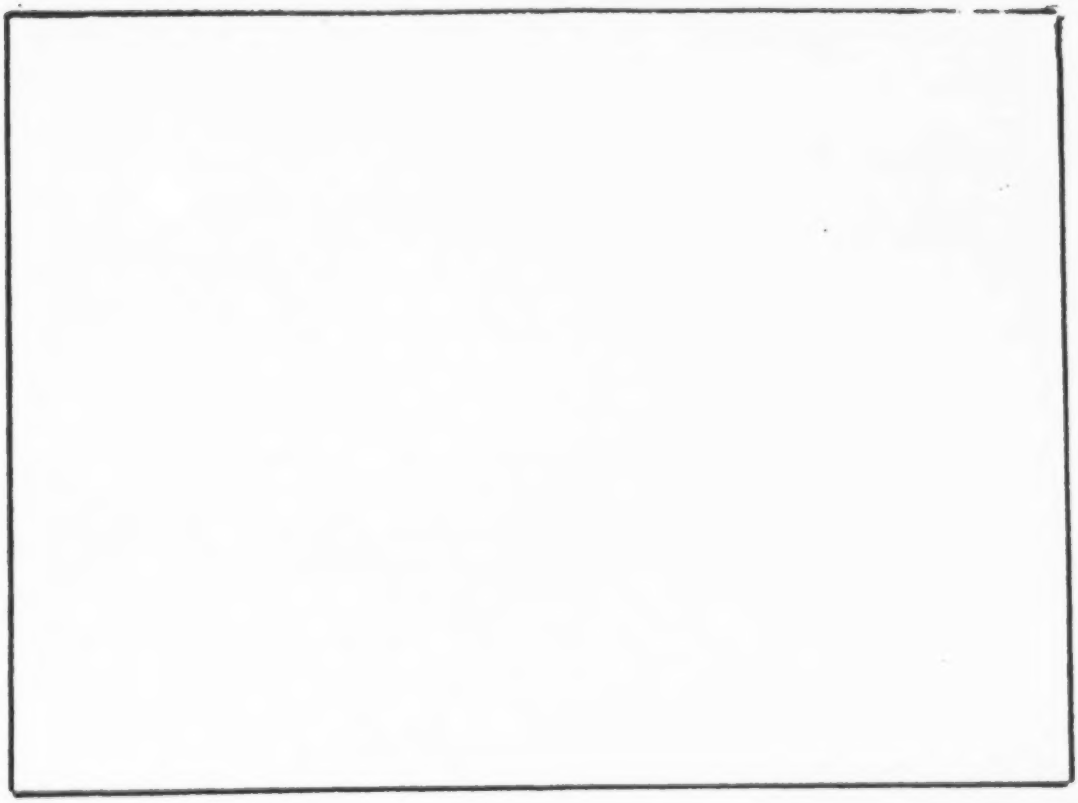
Draw a picture of the state's tree. Name it.



The state tree is the _____.

THE STATE'S BIRD

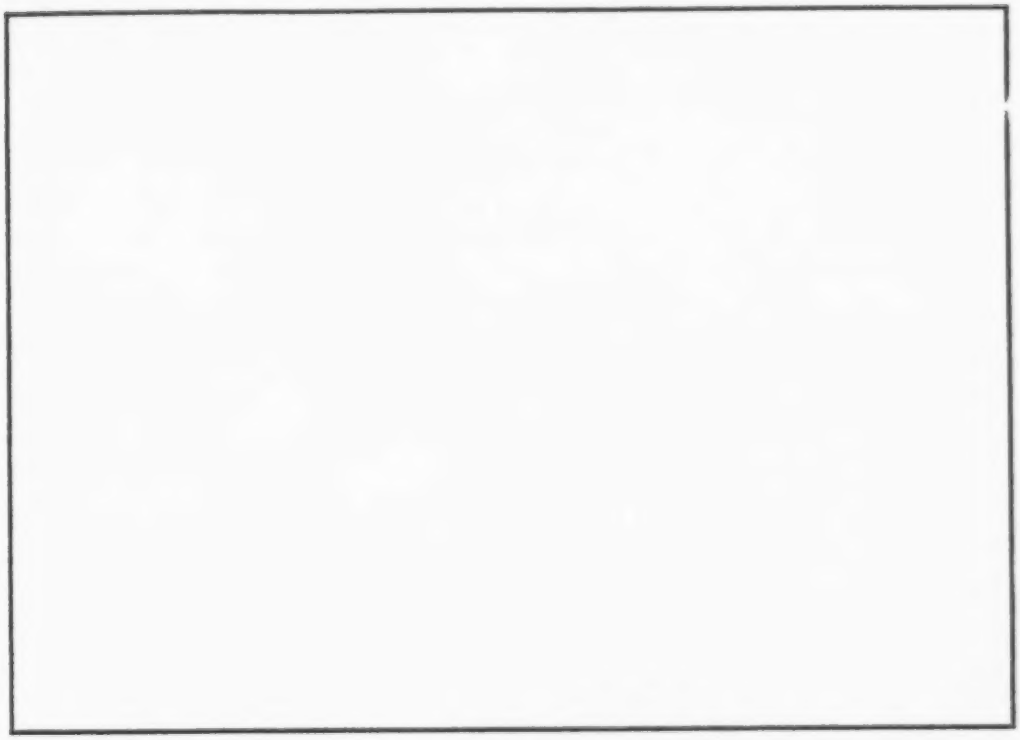
Draw a picture of the state's bird. Name it.



The state bird is the _____

THE STATE'S FLOWER

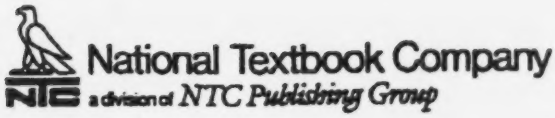
Draw a picture of the state's flower. Name It.



The state flower is the _____

Appendix P

Publishers' Letters Granting Permission to Use Textbook Pictures



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Ms. Janice Cohen

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Also, we require a sample of the final work to ensure compliance with our copyright. Thank you.

Sincerely,

Julie

Julie Anderson

ja/

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